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ABSTRACT

An evolutionary step in Mexico's nonformal educational development, the Federal Education Law of 1973 was ratified by the President in December 1973. This law covers the purpose of education in Mexico, the national system of education, distribution of responsibilities for education, programs of study, rights and obligations of institutions, parents and learners within the national system, and the validation of studies. Nonformal education is implied throughout the law and mentioned specifically in more than 20 of its 69 articles. Therefore, the Secretario de Educacion Publica sponsors several programs of nonformal education. These are divided into three basic groups--regional, functional, and cultural awareness programs. The regional programs are designed to develop a national psychocultural milieu by integrating three clearly marginated peoples (indigenous, rural and nonproductive urban) into Mexico's socioeconomic development as productive members. The functional programs operate nationwide on certain problem areas, such as literacy and the extension of formal schooling through the use of mass communications. Cultural awareness is a unifying process. It is considered essential to national development as it serves to create an integrated people with a positive self concept. Objectives of these programs are collectively known as "mexicanidad" within the Mexican national culture milieu. (Author/NQ)

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México's Federal Education Law of 1973; Its Implications for Nonformal Education

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Definition:

Nonformal education is defined as those educative processes and activities which have been institutionalized within the nation state, and which are outside of and/or complementary to formal schooling. Generally, nonformal education has three objectives, two overtly manifested and one convert implied. The first is to strengthen the comunications network throughout the nation state by introducing a common language. The second is the teaching to unskilled citizens a socio-economically appropriate technology suitable to national development. The third is the teaching of psycho-cultural behaviors and concomittant attitudes which integrate the people into a new reality within the nation state.

These three objectives are collectively know as mexicanidad within the Mexican national culture milieu.

Nonformal Education in Mexican Historical Perspective:

The process of nonformal education in the Mexican experience can be readily traced from the Spanish Conquest up to the present time. Indeed depending upon one's interpretacion of the Florentine Codex, the Calmecac of Mexica-Aztec prehispanic period could be described as community nonformal learning center (Soustelle, 1964, 199 .) The arrival of the Franciscans in 1521, followed shortly by the Dominicans, Augustinians and others, marked the beginning of the first extensive literacy, vocational training and psycho-cultural campaigns in modern history. Teaching a limited vocabulary of theological, social and economic words, the holy friars spread throughout Nueva España converting the indigeneous people to Christianity and incorporating them into a new socio-economic reality. (D. Andrews, 1965, 22.)

Within two centuries the mendicants work was superceded by the emergence of an agrobusiness community which, through debtor peonage, incorporated the once socio-economical autonomous rural

people of Mexico by integrating both they and their lands into the hacienda. Not only did the hacienda served to stabilize rural life by providing a more viable local economy, it also served as the only educative institution, formal or nonformal, affecting the lives of the overwhelming majority of the population. During the suceeding two hundred years the socioeconomical as well as psychocultural education, and the multiple behavior patterns derived thereof, conditioned the rural people's technological awareness, their social relations, their self concept and signigicant others, and their world view.(Chevalier, 1963).

This legacy of the 18th and 19th century as Aguirre Beltran refers to it, continues to the present with rural contemporary behavior patterns, replicating those found on the haciendas of yesterday. (Aguirre Beltran, 1974, 3).

To compound the problem confronting leaders in today's socio-economic development is another psychocultural legacy. During the four hundred years of Spanish and criollo domination of Nueva España and México there also existed a formal schooling process which extended from Primeras Letras through Colegio to the Universidad Real y Pontificia de México. By controlling both the access to and exit from these several tiers of formal schooling a miniscule elite ensured its heggemony over the nation. Schooling became synonymous with governance and leadership and, over time, the entire social system became carefully regulated by a clearly defined hierarchy of lawyers and theologians and later cientificos who depend upon the acceptance by the unschooled masses for their leadership over state and church, and later economic development, because they were "educated."

So effective was this correlation between formal education and leadership that the schools have served as the battle ground of political strife from the very beginnings of the Independence

period up to the present day. (Alvear Acevedo, 1968.)
The relationship between an "educated" elite controlling the destiny of an "uneducated" mass was, and is, as much the will of the former as it was that of the latter. Both the indigenous and later mestizo people, that have always been in majority, have accepted, and have acculturated their young to accept, their own inability to act without leadership and direction from the few with titles or licenses which authorize them to act.

Nonformal Education at the Onset of the 20th Century:

The increasing unrest during the first decade of the 20th century caused educators and the leadership in general, to reassess the function of school in the Mexican environment. Barranda, Sierra, Carrillo and others articulated during 1890s and 1900s the need to extend fundamental education to rural people. The focus was that the quality of rural culture had not kept pace with that of the urban industrial commercial culture. Consequently, the indios and the mestizos were unaware of the benefits of Mexico's successful 26 years of development under the leadership of President Porfirio Diaz and the cientifico movement. Although the logic of the rationale was incongruous, the proposed Escuela Fundamental was not. The Escuela included literacy instruction, advanced technological training and a new focus on mexicanidad. Subsequently, each formed a part of the succeding 65 years of nonformal rural education programs. (Larroyo, 1959.)

Although the 1910-17 Revolución Mexicana truncated the initial efforts to introduce change into rural life, Vasconcellos and Calles with the Misiones Culturales and The Maestro Misionero (1920s) (Sierra, 1973) , Bassols and Cardenas with Escuelas Socialistas (1930s) (Vazquez de Knauth, 1970.) and Torres Bodet under two presidents Avila Camacho and López Mateos with the Campañas the Alfabetización (1950s-1960s) (S.E.P., "Plan", 1959.) , each have adopted the spirit of the Escuela Fundamental.

This educative work has been characterized be an overriding commitment to integrate indio and mestizo r l dwellers into a mexicanidad. (Echeverria, Documentos, 37). Vasconcellos called the goal the raza cosmica (Vasconcelos, 1967.) ; a fusion of the various distinct people into a hispano-lingual national psychoculture-based people. Literacy was the first step to this goal. Technological training and socio-economic integration the second step. (Kotasek, 1973, 72-82.)

The limited success of formal education:

An overriding consideration during the fifty years following the Revolution was that the formal educational system would, sooner or later, increase its capability to include all school age Mexicans, and eventually provide the mechanism needed for integrating all people into one dynamic nation state. When López Mateos entered office it was on a populist platform of providing free primaria level school for all children. He named Torres Bodet, Secretario de Educación Pública, recalling him from UNESCO, to head up the last campaign which would bring schooling to all. As it became apparent to both political and educational leadership that the gap between the rural and urban pupil populations was still too large to bridge in one presidential term, a plan of action was developed to ensure all school age children a school place by 1970, eleven years hence.(S.E.P., Plan, 1959.) Such an objective would minimize the need for many of the complementary educational activities then being provided for marginated children and adults who were outside the formal school.

The Plan de Once Años was remarkable in its scope. All dependencies of the SEP were coalesced to achieve the goal of universal education. The number of new classroom built, the number of new teachers contracted, the number of new pupils brought into the formal school pointed to success.

Indeed, by 1970 the goals of the Plan were surpassed in absolute numbers in every category. (Banco Nacional, 1970,210) However, despite the successes achieved, the factor of population

growth had not been anticipated and universal primary school was still not in sight six years later.

Diaz Ordaz(1966) shortly after taking office created the Comision Nacional de Planeamiento Integral de la Educación to project educational needs to 1980. While critized for certain of its solutions the number of children in primaria and secundaria level in school and the number excluded was unquestioned. These estimates clearly indicated that the goal of the Plan de Once Años had not been achieved, and that between 1.5 and 3.0 million primaria age children still remained outside of the state and federal school systems. Further, the attrition rate from 1970 to 1979, after six years of primaria and three years of secundaria, was projected at 80%. Thus, only one in five students who entered first grade would complete a nine years of basic education, the minimun required for successful entry to a productive life. (S.E.P.,"Comisión Nacional" 1968).(Mendoza, Temas, 1970, 78)

Diaz Ordaz, in his IV Informe de Gobierno (1968), called for a profound rethinking of the goals of Mexican Education. (Diaz Ordaz, 1964) He called for an educational reform that would encorporate a larger number of young people into the socio-economic life of the nation-state as productive members, and at the same time break the educative pattern that ensured four fifths of all school age children to be outside the walls of the formal school. The call for reform went unheeded. The political events of that year effectively truncated executive leadership, and further plans for educational reform were held in abeyance until the Echeverría Sexenio.

Educational Reform:

Echeverría (1970-1976) spoke to the problem of educational reform during his electoral campaign (Echeverria, Documentos,21) pointing out that unless there was a comprehensive reform in education, in all its formal and nonformal manifestations, then the gains made during the almost 60 years of revolutionary national growth might very well be lost. Then, in his first message to the

to the Congreso de la Unión (Echeverría, Documentos,23), he addressed himself to the need for some educative structure which would "complement the formal school by working directly in the community, in the home with young and old alike, to forge a new Mexican with new moral attitude and a progressive orientation."

Echeverría then went on to focus on three major educative problems that would be attended to during his sexenio. The first was the lag and margination of indigeneous groups.

> " As long as we don't incorporate them into the advanced of the community ,they will remain strangers in their own land. We must take them roads, education, and technology; providing them, with an honourable attitude the encouragement that will move them to participate in the general tasks (of the nation)". (Echeverría, Documentos,27)

The second was the inmobilization of monoagricultural peoples, where school attrition was highest and the traditional practices remained entrenched. "Education must be taken to the land, and peoples' attitudes and behaviors be caused to change so that new technology supercede the unproductive routines of the present." (Echeverría, Documentos,30-1)

The third major problem was the early integration of youth into productive and responsible comercial-industrial activities. These then would be the major focus of educación extraescolar.

In each of his four Informes de Gobierno, Echeverría has repeatedly focused upon the extension of education into the community through literacy, school to industry programs, vocational training in indigeneous regions, radio and television education for youth, open systems of education, physical culture and sports for rural and urban youth, popular literature, youth hostels for children who live in isolated villages so they can continue their education, houses of culture, and adolescent orientation and counselling programs. Some of the programs were recent innovations introduced during the Echeverria term of office, while others like the Misiones

Culturales were entering their fifth decade of service. All, however, had been considered peripheral to the main thrust of education - the formal - and indeed served a cosmetic role, within the mission of the Secretaría de Educación Pública.

As educational development lagged behind both population growth and technological development, the goals of universal literacy, universal primary education and widespread technical-vocational middle education became more distant. In their messages to the Congreso Nacional both Bravo Ahuja, Secretario of SEP, and the president spoke of two pressing needs: to reform the educative pedagogy so that more children stayed in the formal school system to be trained effectively for the technological world, and to reform the educational structure and process so that a comprehensive nonformal education system served the nation's needs.

Bravo Ahuja pointed out graphically why it was necessary to provide an educative structure with ready entry and exit.

> "There are currently 25,000 schools in rural areas of our nation that are of incomplete organization, that is, schools that only offer three or four grades of instruction. If all the students affected were provided with schooling under the traditional scholastic model the services of an additional 60,000 rural teachers and an equal number of new classrooms would be required." (Bravo Ahuja, Documentos,46)

Elsewhere he pointed out that approximately 3 million rural youth are outside the formal school system. Further, even in the urban areas where the schools are complete cycles of study, the overcrowded conditions and the required sequencing of study create conditions which exclude young workers from further study.

As Chart #1 clearly indicates the authorities were seeking to integrate or reintegrate 9.6 million marginated young citizens by providing access to one of a variety of educative experiences. (S.E.P., Estadistica, 1974)

Both the Dictamen de la Camara de Diputados and that of the Camara de Senadores reiterated that

> "education is the fundamental means to acquire, transmit and increase culture; it is a permanent process which contributes to the development of the individual and the transformation of society; and it is the determining factor in the adquisition of knowledge and the formation of man who has the senseof social solidarity. ("Dictamen", Documentos, 52)

Ley Federal de Educación Pública de 1973:

The Ley Federal de Educación Pública was approved by Congress and ratified by the President in December, 1973. The document is divided into six chapters and 69 articles. ("Ley Federal", Documentos,)

The chapters divide the document into the Purpose of Education in México, the National System of Education, the Distribution of Responsibilities for Education, the Programs of Study, the Rights and Obligations of Institutions, Parents and Learners within the national system, and the Validation of Studies. Nonformal education is implied throughout the document and mentioned specifically in more than twenty of the articles.

Purpose of Education in México:

An undergriding premise runs through the entire education law; it is manifest in the orientation of many of the assumptions upon which the several articles are written. The premise is that education is a "permanent process which contributes to the development of the individual and the transformation of society." And, education contributes to the"formation of man in order that he will have a sense of social solidarity." While the proper safegaurds are included to recognize the rights of individual freedom, the focus of the law nevertheless is that education serves to integrate the individual into society as a productive member. Thus, the major task of the SEP is to create a mexicanidad, integrating all Mexicans into a national psycho-cultural mode.

National Educational System:

The law departs from previous educational codes with the introduction of Educación Extraescolar (extrascholastic or nonformal education) as a separate, but equally important, structure within the national educational system. The law describes, see Chart #2, the formal structure of education as consisting of an elemental cycle of learning which is free and obligatory for all children. This is followed by a two phase middle or intermediate cycle divided into basic and superior; ciclo medio, as it is called, is designed as terminal vocational, as well as preparatory for continuing in the formal school system. Subsequent to the ciclo medio is the professional and university level of studies.

The "other half", see Chart #1, of the national educational system is the nonformal system. As graphically described in the chart, it is tacitly responsible for the overwhelming majority of school age learners.

The provisions made for the youth who have laterally withdrawn or, in some other way, have been marginated from the national school system are primarily directed at permitting their reintegration at a level of study more comenserate with their age and vocational need. Thus, authorization appears for accelerated and remediation schools, also promotion by examination at all levels of study. Perhaps most important was the legal recognition of alternative structures of education and mass media education.

Distribution of Responsibilities:

The Mexican Federal System of government provides for states and municipalities to be responsible for education within their geographically boundaries. The Federal Government then being responsible for education in the Federal District and the Federal Territories. The distribution of responsibility has gradually changes, since the Constitución de 1917 was promulgated and the federal department of education abolished, to the degree that the Federal Government is responsible for curricular planning at the elemental and middle level throughout the nation. It is also authorized to enter into contractual agreements with the

States that so choose, providing for the SEP to organize and support rural education. These two adaptations have shifted the responsibility for all curricular development from States to the Federal Government, approximately half of all primaria age children's schooling, and all nonformal schooling. Thus, it is appropriate to describe Mexican education as a national system with state financing of urban education, and federal financing of metropolitan and rural education; and federal financing of nonformal education.

Programs of Study:

The programs of study, at all levels except university, must be approved by the Consejo Técnico Nacional de la Educación. Although the States reserve certain rights in curricular planning and development, by and large, SEP is primarily responsible, not only for the planning of the subject matter, the writing of the textbooks, and the sequencing of the curriculum, it also must pay the costs of printing and distribution throughout the nation.

While the main thrust of curricular planning is directed at the formal structure, the Consejo Técnico also authorizes the wide variety of nonformal programs as well.

Rights and Obligations:

The chapter describing the rights and obligations of institutions, parents and learners implements Artículo Tercero Constitucional which grants universal education through six grades to all Mexican children. At the same time the law requires that parents fulfill their obligations in this respect by sending their children to school. Also found in the Constitución are limitations upon religious cults and practitioners thereof; the law prohibits their owning, operating or teaching in any school, including those schools for workers or farmers. "Article 123 Schools" are of particular interest in that employers whose workers' children are in excess of 20, and whose work is at a distance from a primaria school are

required to establish and maintain an elemental school for those dependents. The school administered by SEP.

While this chapter provides for universal basic education and easy access to intermediate level schooling, the nation's inability to provide for all school age children has caused the SEP to seek new and/or innovative approches to the solution of the problem. Within the nonformal system the SEP has encouraged experimentation with strategies and techniques which may be later introduced into the formal system.

Validation of Studies:

Perhaps the most significant change in the educational legal structure appears in the last chapter on certificates and validity of studies. Dating back to Napoleon's Intervention in Spain during the Mexican colonial period, and in some aspects even before that time, the formalized requirements which a candidate was expected to fulfill for any level of official certification was set down by precise law. Indeed, the structure was so rigid that learners were required to provide evidence of having passed every level of formal study from first grade primaria through professional studies before the legal certification would be granted. If part of the learning experience was outside of the formal school system, then all subsequent formal study was not valid. Keeping three hundred years of tradition intact, and yet adapting this critical aspect of the law to the reality of Mexican educational needs is a formidible task. As Chart #1 clearly indicates, the large majority of possible learners drop out of school before completing study leading towards the primaria certificate. This circumstance effectively truncates the educational opportunity of such students in reentering the educational system at a later date at any level other than the one from which they laterally withdrew, that is first grade, third grade, fifth grade or sixth, depending upon the last passed report card. Often learners who laterally withdrew from primaria have experienced life in such a way, and to such an intensity, that they are quite capable of

reentry at a middle technical-vocational level, or indeed at a middle pre-professional level, but before the law was promulgated they were denied admission because of the lack of paper documentation.

The law now provides for a national certification program by examination. Any Mexican citizen who wishes to reenter the formal school system at the middle vocational-technical or preprofessional level may sit for a primaria certification examination without having entered a Mexican school in their life. Similarly, a person has the right to sit for any and all examinations at the middle educational level without having sat in the corresponding classroom. And, as the various "open universities" are implemented, much, if not all, of a student's professional study may be completed outside of the classroom.

While the cultural milieu will likely delay the rapid implementation of Chapter Six of the Ley Federal de Educación Pública it is apparent that those forms of learning that are nonformal in structure will be inmediate beneficiaries of its amplitude. Indeed, the Subsecretaria de Cultura Popular y Educación Extraescolar's entire program is given a new dimension which has the potential of making this aspect of the SEP extremely important to the economic and social development of the nation.

Subsecretaria de Cultura Popular y Educación Extraescolar, SCPYEE:

As noted in Chart #1 the major subsecretariat unit responsible for nonformal education in México is the SCPYEE. The nonformal structure, as described by its director Aguirre Beltran, is designed to be"complementary, supplementary and vicarious." Complementary in that it encourages the development of both popular and classical culture for learners at all levels; suplementary in that it provides for various formal and institutionalized informal educational experiences that are not provided for in the formal school setting; and, vicarious in that institutionalized education and school systems tend to solidify within a modus operendi that makes it difficult to adapt to changing circumstances and/or demands being made upon it. Nonformal education facilitates the introduction of innovations and adaptations to the demands of the inmediate reality, permitting evolutionary growth to proceed in the entire system. (S.E.P., SCPYEE, 1974).

The SCPYEE is divided into nine divisions and 33 departments, see Chart #3. Since the Subsecretariat is the result of the 1973 education law, it is still in the process of identifying all aspects of its mission, and creating agenices to carry them out.

The divisions divide the SCPYEE's work by regions and by function. There are divisions responsible for urban, rural and indigenous education, with the regions clearly delimited by population concentration, economic endeavor, or linguistic criteria. And there are divisions that have specific functions throughout the nation in response to national integration plans and regional or local demand. The major functional areas are fundamental education (literacy), audiovisual services, fine arts, popular arts, studies in anthropology and history, cultural difusion (publications) and public libraries.

Other Nonformal Programs:

In addition to the work of the SCPYEE there are other divisions and departments in the SEP that carry out nonformal educational activities. The primary example being the Instituto Nacional de la Juventud Mexicana INJUVE which is extremely active in sports and physical culture programs. Also, outside the Secretaria there are several government agencies in nonformal education. The Instituto Mexicano del Seguro Social with its vocational and homemaking training programs for affliated members, The Instituto de Seguridad Social para Trabajadores del Estado ISSTE with its cultural development activities for governments workers, the Secretaria de Defensa Nacional in vocational training, and the public housing commission INFONAVIT in its cultural and homemaking activities for residents of government sponsored housing.

SCPYEE Headquarters Staff:

As in all SEP subsecretariats the subsecretary has at his disposal a cadre of personnel to facilitate operations. The Technical and Legal Advisors (0.0.1) primarily provide information not generally available to the SCPYEE within its own divisions. Also, before under taking any new program or activity within a State or Territory, all legal implications must be cleared through these advisors. A small office staff (0.0.2) and an executive secretary whose collective responsibility it is to communicate the subsecretary's instructions and maintain a clear communications network throughout the subsecretariat. The third aspect of this division is the Artistic and Cultural Unit del Bosque (0.0.3) which consists of several theatrical and popular culture groups that perform, and sponsor perfomances, both within their several theatre buildings or in the parks of the Federal District. This unit is under the personal sponsorship of the subsecretary, and it

coordinates its activities with the Division of Popular Art (9.0.0).

Urban Environment:

The Division of Extrascholastic Education in the Urban Environment (1.0.0) is the smallest of the three regional divisions in the SCPYEE, and its responsibility is divided into six departments: Social Work, Educational Action, Culture and Music Education, Cooperative Education, Scholastic Savings, and Social Service to SEP employees. (S.E.P.,"Medio Urbano", 1974) It primarily functions within metropolitan Mexico, since the several States must authorize federal intervention within their boundaries and have, up to the present, been reticent to do so within urban areas.

Social Workers (1.1.0) were added to the SEP establishment in 1942 under a program then known as Juvenile Action. The Department of Social Work has grown to include 158 professional workers who provide counselling and guidance services in 168 federal middle education schools and in 49 Educational Action Centers. The work carried out by these professionals is primarily focused on adolescents with learning difficulties, antisocial conduct, adsenteeism and continual lateness to school. While directing their efforts primarily to young people, the social workers also intervene in the lives of the families and communities whenever such would be of benefit to youth.

The Department of Educative Action (1.2.0) is responsible for 57 centers of the same name in the Federal District and the interior of the Federation. The first center was established in 1934 to assist in the socio-economic integration of rural miagrant citizens into the industrial commercial metropolis. The educational programs developed in the centers include schooling and cultural difusion, recreation, sports, crafts and practical skills. Eighty-six per cent of the participants are women. Almost all (80 per cent) of the women are without a stable source of income and only 40 per cent have completed their primary studies.

Culture and Music Education Coordination (1.3.0) is a service unit within the division which provides musical entertainment to the community at large through schools, cultural centers and other mass events. The unit includes a brass band, a wind quintet, a string quartet, a concert marimba, a string chamber orchestra, two concert pianists and a singer. The central purpose of musical entertainment and music education is to preserve Mexico's rich cultural heritage. Another valuable aspect of the department's activities is that of sponsoring the auditions of new musical performers and musical composers through community level auditions.

The first Scholastic Cooperative (1.4.0) was organized in 1926 by Vasconcelos. Today there are 8,884 cooperatives with more than 2.5 million members. Primarily, the cooperatives are consumer enterprises designed to assist public school students acquire the necessary school supplies and books at a reasonable price. The Department of Scholastic Cooperatives carries on informative dialogues with teachers and students in order to encourage them to establish such enterprises in their schools. Also, the department is responsible for assisting students in the initial organization of the cooperative. An interesting aspect of the entire cooperative movement in the schools is that the monies realized, almost $6,000,000 pesos in 1974, from sales are not distributed amongst the members , rather they are used for school maintenance and improvements.

Scholastic Savings (1.5.0) is the oldest extrascholastic program sponsored by SEP. In 1925 Vasconcels drew up the savings plan directives for teachers to implement throughout the federal system, and thereby educate children to save money. From 1944, when the most recent scholastic savings law was promulgated, to the present $105 million pesos in savings stamps have been sold. Twenty two million being sold in 1974. Due to the transient nature of many rural teachers and the conflictual situation arising between teachers, students and parents over the sale of stamps

the plan is administered by Mexico's largest private bank.

A non public service of this division is the organization and administration of the day care and kindergarten centers (1.6.0) provided all SEP employees located in the Federal District.

Rural Environment:

The Division of Extrascholastic Education in the Rural Environment (2.0.0) had its beginnings with the historic Cultural Missions, and is currently composed of the Missions, Rural Development Brigades, Mobil Rural Classrooms, & Public Reading Rooms. This division is the major regional nonformal program within SCPYEE.

> "The purpose of this division is to accelerate the sociocultural and economic development of rural communities through group action. Promote within rural communities the interest necessary to develop the human potential requisite for resolving their own problems. Foster in rural people a recognition of the national artistic, esthetic and cultural values, and develop an individual and group civic consciousness which permits a recognition of national values in order to fortify an authentic Mexican nationality."

(S.E.P., "Medio Rural," 1974)

The Cultural Missions (2.1.0) are itinerate teams of eight to ten teachers who are assigned to a village for two to three years in order to initiate community self-development. The teachers do not work in a formal school setting, rather they teach and work nonformally in such diverse areas as social work, health, agriculture, animal husbandry, brick masonry, carpintery, recreation and music. There are currently 162 units in the field.

Rural Development Brigades (2.2.0) are an outgrowth of the Cultural Mission concept, but are not concerned for overall community development, instead the Brigades focus on technological development. An agronomist, a veterinary, a social worker, a technologist in a regional art or craft, and a

teacher of agriculture and/or animal husbandry make up the team. The 73 teams have no specific village as their focus, rather the members circulate through one of 30 regions on a planned itinerary.

The Mexican rural scene is one of villages with over 100,000 of these scattered throughout the Republic. Many villages are too small, or lack the social organization, to sponsor a local school. The Department of Mobil Rural Classrooms (2.3.0), there are 306, attempt to provide early primary education to such villages. The teacher is furnished with a trailer which is divided into a small bath-bed-livingroom-kitchen and a classroom. In addition to attending to basic educational needs, the teacher also assists the village elders plan and build their own school, if this is appropriate, as well as provide literacy classes to adults.

The Public Reading Rooms (2.4.0) are usually attended by the local primary school teacher. The 51 Rooms often are located in the school or another municipal building, and it consists of a few basic references in agriculture, technology, literature and history. Also included are regional newspapers and national magazines.

Indigenous Environment:

There are 3,500,000 indigenous peoples in México today. This seven per cent of the national population live in unhealthy conditions, have limited schooling, and exist on a monoculture economy which provides the barest subsistence livelihood. While, on the one hand, respecting the traditions and language of the many indigenous groups, and on the other, seeking to bridge the gap between them and the national psychocultural milieu the Division of Extrascholastic Education in the Indigenous Environment (3.0.0) undertakes its task. There are five departments: Hostel Schools, Social Integration Training Centers, National Service of Cultural Promoters and Bilingual Teachers, Indigenous Development and Improvement Brigades, and Indigenous Community Legal Attorneys. (S.E.P., 'Medio Indigena," 1975)

The Hostel Schools (3.1.0) are located adjacent to complete primarias and provide room and board to Indian children from Monday through Friday. The children, who live up to day's walk distance from the hostel, are encouraged to complete their basic studies in this way. There are 240 hostels in 30 indigenous regions serving almost 13,000 students.

The Social Integration Training Centers (3.2.0) teach adolescent men and women from Indian communities in an intensive primaria which telescopes six grades into three years. Additionally, the pupils are trained in leadership and pedagogical skills, so that they can return to their communities as bilingual teachers. There are 28 centers with 4195 participating students.

The graduates of the Centers return to their regions to introduce national pyschocultural modes, as well as to teach Spanish both to preschool and first grade children. Depending upon to local condition they also teach adults. Within the National Service of Cultural Promoters and Bilingual Teachers (3.3.0) there are 4374 cultural promoters and 2400 bilingual teachers currently working with 200,000 pupils in 2495 schools.

The Indigenous Development and Improvement Brigades (3.4.0) bring to the villages qualified technicians who, together with indigenous leaders, plan, execute and evaluate community development activities. Each brigade consists of an agricultural technician, livestock management technician, a nurse, a social worker, a master artisan, a music teacher and a physical education teacher. There are 28 brigades serving 155 communities.

The Legal Attorney service (3.5.0) is composed of 58 offices in the 30 regions of México. The purpose of this service is to evaluate, initiate and defend the legal rights of the Indian communities. The lawyers help bridge the gap between indigenous people and municipal, state and federal authorities. Also, they train indigenous people as conductores, aides, to carry on their work after they have gone. In 1974, the Legal Attorney service initiated 15, 408 litigations in favor of the people, and during the same period saw 5,012 cases resolved in their clients' favor.

Fundamental Education:

The Division of Fundamental Education (4.0.0) began in the late 1940s when Torres Bodet marshalled the SEP for its first literacy campaign. There are currently two departments: Adult Literacy and Fundamental Education Centers. (S.E.P., "Educación Fundamental",1975)

The Department of Adult Literacy, alfabetización, (4.1.0) is responsible for the largest single nonformal program in the SEP. Counting its students in the hundreds of thousands yearly, the department has developed a pedagogy and curricula which has become a model world-wide. Utilizing live teaches in small classrooms, radio and television communications, and newspaper copy, separately and in a variety of combinations the SEP has brought about a continual improvement in the literacy index both in percentage points and absolute numbers.

The other department in Fundamental Education is responsible for Regional Fundamental Education Centers, Adult Basic Education Centers, and Occupational Instruction centers. (4.2.0)

There are 27 Regional Fundamental Education Centers (4.2.1) located in heavily populated cities. Their hostel environment and accelerated primary education program are designed for marginated urban youth. There are 8,000 scholarship pupils participating in programs of individualized instruction in which the pupil completes the equivalent of one year's study in one semester.

The Centers for Basic Adult Education (4.2.2) provide a second step to adults who have learned to read and write. If a formal certificate is essential to their career plans, then they can continue by studying the last three grades of primaria in an accelerated manner. There are 413 Centers.

A third step for an adult who has learned basic literacy, then completed his/her primaria is to continue studying at one of the Occupational Instruction Centers. (4.2.3), The 67 centers teach basic technological skills at a level of a secundaria curriculum.

In addition to these programs which are under the Department's complete control, it also serves as disbursing unit (4.2.4) for 19 hostels in Baja California Sur, where the state provides the school and 10 Federal District schools, where the Secretaría de Salubridad y Assistencia provide the food.

Audiovisual

The Division of Audiovisual Education (5.0.0) has five basic objectives: organize, administer and supervise audiovisual education utilizing the printed word, radio, television and other scientific and technological modes available to it; issue documents accrediting the studies realized in this manner; collaborate with other agencies whose educative function requires the use of audiovisual media; train teachers in the methods and uses of audiovisual materials; and, issue certificates of aptitude as qualified performers on radio and television. (S.E.P., Audio-Visual, 1974,77)

Two of its major programs (5.1.0) are Radio Primaria and Secundaria por Television.

Radio Primaria (5.1.1) broadcasts an upper primary curriculum for those pupils who have completed lower primaria, but who do not have the local opportunity to continue studying. There are currently 74 incomplete primaries participating in the program with more than 3,000 pupils.

Telesecundaria provides a formal lower middle education, secundaria, to more than 40,000 pupils who have successfully completed their primaria certificate studies, but who have been unable to continue middle level schooling. The telesecundaria program is beamed into television classrooms where, with the aid of a coordinating primaria teacher, 15 or more pupils study the eight subjects offered at each of three grade levels.

Another major role of the Division of Audiovisual Education is the development of curricular materials. (5.2.0). This Department has been particularly successful in both science and social studies education materials.

And finally, the Division sponsors three training programs.(5.3.0)

One for teachers in the use and creation of audiovisual materials for the regular classroom. The second to primaria teachers who coordinate the telesecundaria classroom on tele-classroom methodology, and the third to broadcast teachers on mass media methodology.

Cultural Difusion:

The Division of Cultural Difusion (6.0.0) is responsible for sponsoring public libraries, cultural radio broadcasts and the publication and distribution of scholarly books. (S.E.P., Audiovisual, 1974, 77.) While public libraries (6.1.0) are generally under the auspices of state, municipal or autonomous authorities the SEP, through this division, is attempting to enrich the holdings of books and periodicals, and thereby make them a viable part of the educative system. Radio station XEEP (6.2.0) is a second cultural thrust of the division providing music and cultural entertainment through mass media. The most recent department established in the division, and its current major thrust, is SEP-Sententas. This is an editorial and publications activity that has, to date, published more than 200 titles of original studies, translations or reissues of significant research on the Mexican cultural milieu. These books, generally printed in runs of 30 to 50,000, are distributed to schools and libraries without charge to the recipient.

Institutes:

The Instituto Nacional de Bellas Artes INBA (7.0.0) and the Instituto Nacional de Antropolgia e Historia INAH (8.0.0) are both cultural centers and research and training institutions. The Palacio de Bellas Artes (7.2.0), where the Folkloric Dance troupe (7.1.0) and the National Symphony reside, is also the center for the national school of dance, and several major art galleries. Similarly, the world famous Museo Nacional de Antropologia, with its rich colle tion of artifacts, also houses the national school of anthropology (8.1.0), the center for higher research in history and anthropology (8.2.0), and the central offices responsible for five regional museums (8.3.0), 300 schools museums (8.4.0), and the editorial offices for four scholarly publications (8.6.0). (S.E.P., Politica Educativa, 1974, 18 20)

Popular Culture:

The Division of Popular Culture (9.0.0) is responsible for a variety of popular entertainment features presented both in the Federal District and the major provincial centers. The Division is closely interlocked with the Del Bosque complex of theatres and theatrical school. The National Auditorium is under its auspices. (Dominguez, 1974, 2).

Conclusions:

This study on Mexico's Federal Education Law and its implications for Nonformal Education is tentative and introductory. Beginning with a history of Mexican nonformal educational development, followed by a description of the 1973 education law as an evolutionary step in this development, then the Subsecretaria de Cultura Popular y Educación Extraescolar serves as the SEP's current practices in nonformal education.

Mexico's four hundred years of socioeconomic development has created a psychocultural milieu that marginates young people through its formal school system. While basic schooling is now generally available to all, the selection process that takes place both within the school and without effectively ensures that only one in eight receive the basic minimun education, as defined by the SEP itself, of nine years of study.

The several programs of nonformal education sposonsored by SEP divide into three basic groups; regional, functional and cultural awareness programs. The regional programs are designed to develop a national psychocultural milieu by seeking to integrate three clearly marginated peoples -- indegenous, rural and nonproductive urban -- into Mexico's socioeconomic development as productive members. The functional group of programs operate nationwide on certain problems areas. Literacy continues to be a major task, although the nation's achievement has been remarkable. The extension of formal schooling through the use of mass communications, due to its apparent favorable cost factor, is receiving considerable attention. There is considerable expectation that such programs as telesecundaria, open education and home study will rapidly and radically increase the post-primary educational opportunity for millions of young Mexican citizens. Cultural awareness is a unifying process. It is considered essential to national development as it serves to create an integrated people with a positive self concept.

Mexico, a nation with more than 50 million people, and a sphere of influence which extends from its borders to the south into Centro America, to the east to the Islands of the Carribean, and to the north to more than 10 million Hispanos in the United States of America, is setting a vigorous pace which is destined to be exemplar in national development well into the twenty first century.

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AGE	TOTAL POP	SCH. POP. GRADE
18		
17	141.144	13/1
16	97.722	12/3
15	192.885	11/2
14	283.020	10/1
13	436.755	9/3
12	543.692	8/2
11	728.809	7/1
10	1.041.349	6/6
9	1.239.420	5/5
8	1.505.073	4/4
7	1.812.304	3/3
6	2.120.069	2/2
	3.044.450	1/1

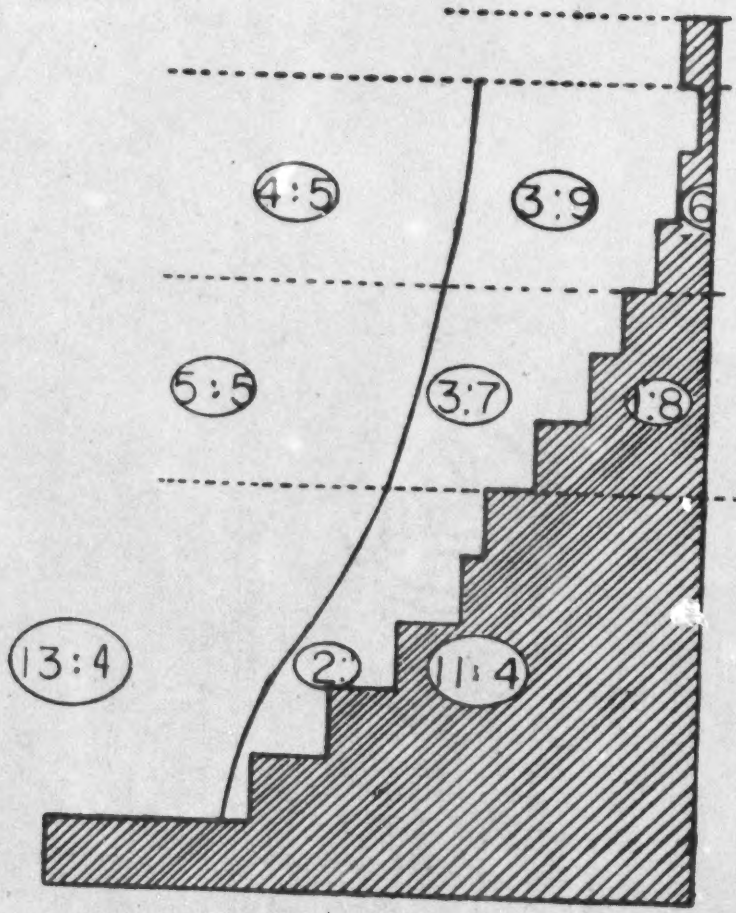

CHART 1

CHART 2

SECRETARIAT OF PUBLIC EDUCATION
SUBSECRETARIATS
PRIMARY & NORMAL SCHOOLS
INTE SUPERIOR & TECHNICAL SCHOOLS
GENERAL OFFICE STAFF
POPULAR CULTURE & EXTRASCHOLASTIC
PLANNING & COORDINATION
TEXT BOOK COMMISSION
SALARY COMMISSION
TECHNICAL COUNCIL

CHART 3

POPULAR CULTURE & EXTRASCHOLASTIC

- UNAM
  - SOCIAL WORK
  - EDUC ACTIONS
  - CULTURE & MUSIC EDUC
  - COOP EDUC
  - SCHOLASTIC SAVINGS
  - SOCIAL SERVICE GUARDERIAS
- UNAL
  - CULTURAL MISSIONS
  - RURAL DEV BRIGADES
  - LIBRARIES & MOBILES CLASSROOMS
- INBA
  - HOSTEL SCHOOL
  - SOCIAL INTEGRATION
  - CULTURAL PROMOTERS & BILING TCHRS
  - RURAL DEV & IMP BRIGADES
  - INDIG COMM CIVIL ATTNS
- BANOBRA
  - RGNL CTRS OF FUND EDUC
  - CTRS BASIC ADULT EDUC
  - CTRS OCCUPATIONAL EDUC
  - PUBLICATIONS
- AV
  - PRIMARY RADIO
  - SECONDARY TELEVISION
  - TCHG MATERIALS
- UNAM
  - LIBRARIES
  - XEEP RADIO
  - PUBLICATIONS
- UNAM
  - FOLKLORIC DANCE
  - NATIONAL SYMPHONY
- INAH
  - NAT SCH OF ANTHRO
  - CTR OF HIGHER RESEARCH
  - REGIONAL MUSEUMS
  - 300 SCH MUSEUMS
  - 6 RGNL MUSEUMS
  - 4 PUBLICATIONS
- DEPT
  - NATL AUD